UNION COLLEGE
Educational Studies Unit

Intellectual

Personal

Social

Transformations

"Educators as Leaders"

EDUC 610: Language and Literacy Development
3 Credit Hours
Semester and Mode of Delivery
Instructor
xxxx@unionky.edu

Office:
Office Phone:
Department Phone: **606-546-1641**
Office Hours: **Days Times & By Appt.**

Required Texts:

Developing Reading and Writing in Second-Language Learners by Diane August and Timothy Shanahan (2008). New York, NY: Routledge.

Dimensions of Literacy by Stephen B. Kucer (2009). New York, NY: Routledge.

Links to online material is found on the class' U-Learn site.

Course Connections	
Connection to Department Mission	Mastery of the content of this course enables parents, psychologists, and teachers to make informed decisions that affect the literacy development of P-12 students and second language learners. It contributes to the refinement of personal, intellectual, and social transformations that support professional expertise and leadership.
Connection to Conceptual Framework	Candidates expand their knowledge through review of research in literacy development and cognition. They apply this knowledge through development of skills and dispositions as they examine current beliefs and practices in regard to what they are learning, as they engage in teaching and learning endeavors, as they explore social issues related to literacy development, as they learn about literacy development in second language learners, and as they problem-solve.
Connection to Kentucky Teaching Standards	All of the Kentucky Teacher Standards are addressed in this course.

Connection to Commitment to Diversity	Candidates study the way language and cultural expectations affect learning, particularly for those who have limited English, who have nonstandard dialects, and who identify with groups who find literacy problematic. Candidates study the communication patterns of particular cultures and problem-solve ways they should respond. They also examine the way gender and disability differences affect language and literacy development.
Connection to Dispositional Development	Emphasis is placed on all students as potential readers with varied developmental timetables and learning styles and with building on what students know. Candidates learn of the connection between language and thinking and are prepared to assume leadership in implementation of KCAS-ELA by thorough understanding of the thinking skills required of the standards. These concepts are reflected in the dispositions adopted by the Educational Studies Unit
Course Embedded Performance Activity	none
Focus on Technology Integration	
Instructor's Utilization	Between meetings, U-Learn is used for communication, for distribution of materials, for posting of assigned work, for quizzes, and for posting of grades. In class, the instructor utilizes technology for presentations.
Candidate's Utilization	Candidates learn to manage the online format of U-Learn, which means they post assignments, retrieve documents, use message boards, engage in video conferencing, and complete quizzes. They use the online resources of Weeks-Townsend library for research and are required to use technology in presentation.
Focus on Learning	
Impact on Candidate Learning	Research reviews, early childhood assessments, participation in an ongoing research study, evidence-based discussions, a presentation, and an organizational critique in which students apply the concepts learned to their unique situations help students utilize new knowledge.
Impact on P-12 Learning	Assessment data is used to plan language intervention or enrichment for at least one P-12 student, and work with a second language learner is encourage d. Candidates apply new concepts to their unique situations and discuss the results of their endeavors. An examination of the KY Core Academic Standards for ELA develops understanding of how concepts covered provide a foundation for later learning. **This course includes four hours of field experience**.
P-12 Collaboration	Candidates work with one P-12 educator when implementing assessment, and they work with colleagues in the classroom when engaging in discussion, making presentations, and engaging in research. Additionally, as a part of the Reading (P-12) endorsement, P-12 educators who serve on the advisory committee evaluate this course.
Focus on KERA Initiatives	
KY Core Academic Standards for ELA	Candidates analyze the standards to understand the thinking skills required to master the standards. They reflect on the impact of acquisition of literacy in a second language learners and on activities or accommodations that enable learners to master the higher-order thinking required by the standards.

Course Objectives:

The Candidate Will:	Link to Conceptual Framework	KY Teacher Standard/ Specialty Standards	Tasks	Assessment	Link to EPSB Themes
Obj. 1: Explain major theories of language acquisition, such as Krashen's, in light of how they provide a model of first/ second literacy acquisition, the role of native language in learning to read and write in a second language, and the different concerns of second language literacy acquisition for children and adolescents.	Intellectual	KTS 1 IRA 1, 4 CHETL 5	Reading Journal Discussion Study Guide Essay Exam	Rubric Checklist Q/A Rubric Q/A, Rubric	Literacy Diversity
Obj. 2: Cite evidence from research and theory to explain language development in P-12 learners, particularly in regard to areas of instruction (word recognition, reading-writing connections, etc.).	Intellectual Personal	KTS 1 IRA 1 CHETL 5	Reading Journal Discussion Wiki-Lang Dev Wiki Reflection Exam	Rubric Checklist Checklist Rubric Q/A, Rubric	Literacy Diversity
Obj. 3: Explain the concept of multi-literacy and how different disciplines view the literacy process by providing examples of literacy perceptions (see text) in content area text.	Intellectual	KTS 1 IRA 1 CHETL 5	Reading Journal Share Forum Exam	Checklist Rubric Q/A, Rubric	Literacy Diversity
Obj. 4: Demonstrate understanding of and ability to engage in differentiated scoring when addressing issues of test validity for non-native language learners in content classrooms.	Intellectual Personal	KTS 1 IRA 1 CHETL 5	Reading Journal Wiki-Diff Score Wiki Reflection Exam	Rubric Checklist Rubric Q/A, Rubric	Literacy Diversity Assessment Closing Gap
Obj. 5: Cite research and theory regarding effective learning environments when planning and explaining why "language rich" classrooms benefit learning and motivation, especially for ESL students, struggling readers/ writers, and adolescents with oral language deficits.	Intellectual	KTS 3 IRA 1 CHETL 1	Reading Journal Discussion Exam	Rubric Checklist Rubric	Literacy Diversity Closing Gap
Obj. 6: Identify the diversity represented in a school and surrounding community in order to analyze the cultural assumptions and language conventions that affect the literacy development of students at different levels of P-12 education.	Intellectual	KTS 2, 3 IRA 2, 4 CHETL 4	Reading Journal Discussion Cultural Analysis Exam	Rubric Checklist Rubric Rubric	Literacy Diversity Closing Gap

Obj. 7: Work collaboratively to address the needs of ESL learners or those who struggle with literacy by selecting, implementing and monitoring adaptations, such as the use of assistive technology or adapting materials, texts, procedures, or routines that will increase student engagement and agency.	Personal	KTS 2, 4 IRA 2 CHETL 4	Reading Journal Jigsaw Forum Wiki Case Study Wiki Reflection Exam	Rubric Rubric Checklist Rubric Q&A, Rubric	Literacy Closing Gap Diversity
Obj. 8: Explain the stages of oral narrative language development, how each stage reflects growth in thinking, and how this thinking ability affects literacy development.	Intellectual	KTS 1 IRA 1 CHETL 5	Reading Journal Quiz Discussion Exam	Rubric Q/A Checklist Rubric Q/A, Rubric	Literacy
Obj. 9: Use a research protocol to evaluate level of narrative development in oral personal stories and identify thinking/ language skills through analysis of oral personal stories and interpret the data to identify areas of need when planning language activities.	Personal	KTS 5 IRA 3 CHETL 2	Wiki OPS Eval Wiki Reflection OPS Report	Checklist Rubric Rubric	Literacy Assessment
Obj. 10: Explain use and limitations of tools for screening, diagnosis, and progress monitoring of student language development, particularly among the language different or language disabled.	Intellectual Social	KTS 5 IRA 3 CHETL 2	Reading Journal Jigsaw Forum Data Report Exam	Rubric Rubric Rubric Q/A, Rubric	Literacy Closing Gap
Obj. 11: Collaboratively compare two levels of the KCAS-ELA and one level specific to a content area (as Reading Standards for Literacy in Science and Technical Subjects) in order to identify the language/thinking skills upon which mastery at each level depends.	Intellectual Personal	KTS 1, 8 IRA 1, 2 CHETL 5	WIKI-Standards WIKI Reflection	Checklist Rubric	Literacy Assessment Closing Gap
Obj. 12: Given identified language or thinking skills required at different levels of the KCAS-ELA, plan classroom routines and instructional approaches that encourage the development of needed skills (e.g. requiring students to answer oral questions with a complete sentence) at multiple levels.	Intellectual Personal	KTS 3 IRA 5 CHETL 1	Reading Journal WIKI-Routines WIKI Reflection	Rubric Checklist Rubric	Literacy Closing Gap

KY Teacher Standards:
1. The Teacher Demonstrates Applied Content Knowledge
2. The Teacher Designs and Plans Instruction
3. The Teacher Creates and Maintains Learning Climate
4. The Teacher Implements and Manages Instruction
5. The Teacher Assesses and Communicates Learning Results
6. The Teacher Demonstrates Implementation of Technology
7. The Teacher Reflects On and Evaluates Teaching and Learning
8. The Teacher Collaborates with Colleagues/Parents/Others
9. The Teacher Evaluates Teaching and Implements Professional Development
10. The Teacher Provides Leadership within School/Community/Profession

Characteristics of Highly Effective Teaching and Learning (CHETL):
1. Learning Climate. The highly effective teacher provides a safe environment in which high, clear expectations and positive relationships are fostered and in which active learning is promoted.
2. Classroom Assessment and Reflection. The teacher and student collaboratively gather information and reflect on learning through a systematic process that informs instruction.
3. Instructional Rigor and Student Engagement. A highly effective teacher supports and encourages a student's commitment to initiate and complete complex, inquiry-based learning requiring creative and critical thinking with attention to problem solving.
4. Instructional Relevance. A highly effective teacher is able to facilitate learning experiences that are meaningful to students and prepare them for their futures.
5. Knowledge of Content. A highly effective teacher understands and applies current theories, principles, concepts and skills of a discipline.

International Reading Association Standards (2010):
1. Foundational Knowledge. Candidates understand the theoretical and evidence-based foundations of reading and writing processes and instruction.
2. Curriculum and Instruction. Candidates use instructional approaches, materials, and an integrated, comprehensive, balanced curriculum to support student learning in reading and writing.
3. Assessment and Evaluation. Candidates use a variety of assessment tolls and practices to plan and evaluate effective reading and writing instruction.
4. Diversity. Candidates create and engage their students in literacy practices that develop awareness, understanding, respect, and a valuing of differences in our society.
5. Literate Environment. Candidates create a literate environment that fosters reading and writing by integrating foundational knowledge, instructional practice, approaches and methods, curriculum materials, and the appropriate use of assessments.
6. Professional Learning and Leadership. Candidates recognize the importance of, demonstrate, and facilitate professional learning and leadership as a career-long effort and responsibility.

Performance Activities:

The candidate will complete learning tasks that include:

- **Participation.** Regular engagement in all course venues is required. There are deadlines to be met and getting behind puts the student at risk of failure. All links on the U-Learn site must be opened and utilized, unless labeled optional. Reading material is there to present the content. If there is no evidence that a student has attempted to master the content, a zero in participation will be earned, and he/she will fail the course.
- **OPS Report**. After using a research protocol to identify the level of narrative development for one learner, the candidate will analyze the thinking skills being utilized by the teller. The report should contain transcripts of the stories and an essay explaining what the stories reveal. Is this development appropriate for the person's age? If not, explain what listener's can do to help the person improve. A rubric will be provided.
- **Collaborative WIKI Project**. Two connected Wiki tasks comprise this project. Standards: Working in groups of like disciplines or certification levels, learners will analyze the KY CAS for ELA appropriate to their needs. They will identify the thinking skills required of learners in order to master the standards. Routines: In the second task, members till create ideas for increasing language/thinking skills through tasks that require increasingly greater complex thinking. In the reflection, each person will add an introduction and conclusion to their project, as well as discuss their contributions and the way their thinking progressed as they participated. There are two grades: Project—Checklist and Reflection--Rubric
- **U-Learn Learning Modules**. Learning modules are posted on the U-Learn site. They include reading assignments and tasks to develop and demonstrate mastery. r.
    - Reading Journal. This is a reflective log of readings done. Assigned reading from texts do not require a citation, but readings of choice do. Candidates will summarize the information (brief), apply it, and draw a conclusion. A rubric will be provided.
    - Quiz. A quiz is used for learning and may be taken as many times as needed in order to achieve mastery.
    - Discussion. Topics are assigned ahead of time. Participants should come prepared to contribute. If one is absent, a make-up activity is required unless one elects to take a zero. Grading: Checklist
    - Forum. There are two types of forum. One for sharing ideas and one for teaching others—a jigsaw forum. Grading: Depends on purpose; see assignment
    - Essays and Reports. Some essay topics are assigned; one is not. A rubric will be provided.
        - Data Report. Report of results after administration of an instrument for measuring some aspect of language development.
        - Analysis of Culture. Identification of cultures represented in the population surrounding the school
    - Study Guide.

- o <u>Wiki</u>. In addition to the wiki activities that comprise the collaborative project, shorter wiki tasks are frequently used to enable candidates to apply what was learned, such as responding to a case study. Everyone shares a grade for the project, but everyone also has an individual grade based on a reflection of what was learned through each task. Project grade: Checklist. Reflection: Rubric
- **Final Exam**. A comprehensive final exam will include both objective questions and short answer or essay response.

Grading Criteria:

Students will be graded on all assignments, which should be submitted to the instructor on or before the due date by 11:00 PM EST (unless otherwise noted). *The instructor reserves the right to make changes to this document as needed.*

Grading Scale	Points Possible	
A = 90%-100%	**OPS Report**	**10 Percent**
B = 80%-89%	**WIKI Report**	**10 Percent**
C = 70%-79%	**Participation/Class Act.**	**10 Percent**
F = 0-69%	**Assignments**	**60 Percent**
	Exam	**10 Percent**
	Total	**100 Percent**

Resources:

Preparation for discussion and activities requires reading in professional literature. Suitable choices include peer reviewed research and articles or books approved by an editorial board. Use discretion in choosing material from the web, where you should consider reputable authors or organizations. Citations should be in AP format and should be included in work that is not original. Research materials may be obtained at Weeks-Townsend Memorial Library or their online database. You may obtain the current password for off-campus access in the course information section of U-Learn.

U-Learn:

Materials for this course and links for posting work are found on the EDUC 610 site for the semester of record. The U-Learn LMS (learning management system) is accessed from the Quick Launch menu of the Union College homepage. The password and ID for U-Learn is the same as the student's UC email account.

Communication Policy:

The only authorized e-mail address for academic, administrative, and co-curricular communication between Union College and its students is through the <unionky.edu> e-mail system. Each student is responsible for monitoring his/her Union College e-mail account frequently (preferably daily).

Disability Accommodation:

Students with disabilities who require accommodations (academic adjustments and/or auxiliary aids or services) for this course should contact the Director of Special Programs, Centennial Hall, Room 104. The phone number is 606-546-1318. Students with disabilities should request accommodations prior to or early in the semester. Each request for accommodations will be examined on a case-by-case basis to determine eligibility. DO NOT request accommodations directly from the professor or instructor. Professors and/or instructors are NOT authorized to make reasonable accommodations

Academic Integrity:

Academic integrity is the pursuit of scholarly activity free from fraud and deception and is an educational objective of Graduate Studies at Union College. All college policies regarding academic integrity apply to this course. Academic dishonesty includes, but is not limited to, cheating, plagiarizing, fabricating of information or citations, facilitating acts of academic dishonesty by others, having unauthorized possession of examinations, submitting work of another person or work previously used without informing the instructor, or tampering with the academic work of other students. For any material or ideas obtained from other sources, such as the text or things you see on the web, in the library, etc., a source reference must be given. Direct quotes from any source must be identified as such. All exam answers must be your own, and you must not provide any assistance to other students during exams. Any instances of academic dishonesty will be pursued under current regulations concerning academic integrity. Students may receive a failing grade and be subject to program and college removal for a violation of these ethics.

Commitment to Diversity:

The Educational Studies Unit at Union College is committed to social justice and respect for all individuals and seeks to create a culture of inclusion and support. Attaining justice and respect involves all members of our community recognizing that multi-dimensional diversity contributes to learning environments, thereby enriching communities and improving opportunities for human understanding. While the term "diversity" is often used to refer to differences, our intention is for inclusiveness, an inclusiveness of individuals who are diverse in ability/disability, age, economic status, ethnicity, gender, language, national origin, race, religion, and sexual orientation. Therefore, we aspire to become a more diverse community in order to extend enriching benefits to all participants.

Union College Inclement Weather Policy:

Union College has a responsibility to all parties concerned to meet classes on a regular basis as listed in the academic schedule. However, it is also to be recognized that inclement weather may create risks that are not conducive to safe travel, causing classes to be canceled or adjusted.

Statement about Minimum Technology Requirements:

Students enrolling in this course are expected to have a sufficient level of technical literacy necessary to meet the course requirements, as well as a stable and reliable means of accessing and participating in the course electronically. Students are responsible for submitting assignments on time, irrespective of any limitation on the part of the student's technical ability, equipment, or internet connection.

- Technical literacy: At minimum students should:
  - Have an understanding of basic computer usage (creating folders/directories, switching between programs, formatting and backing up media, accessing the internet).
  - Be able to use a word processing program such as Microsoft Word or Open Office to create, edit, save, and retrieve documents.
  - Be able to use a Web browser to open Web pages, open PDF files, manage a list of Web pages (bookmarks/favorites), post to blogs and/or discussion boards, participate in chats, and search the internet.
  - Be able to use an e-mail program to send, receive, store, and retrieve messages.
  - Be able to download and install programs from the internet.
- Hardware: Any modern computing device (PC, tablet, phone, etc.) capable of sufficiently running an internet browser and office productivity suite.
- Browser: Any standards-supporting browser released in recent years is supported; however, Union College recommends Firefox 3 or later, Google Chrome 4 or later, MS Internet Explorer 7 or later, Safari 3 or later, or Opera 9 or later).
- Software:
  - Office Productivity: Microsoft Office or Open Office (*Note: if using a different word processing suite, save files in Rich Text format [.rft]).
  - Acrobat Reader (Adobe, FoxIt, etc.).
- Reliable, fast, and stable connection to the internet: Broadband connection, such as DSL, Cable, or 3/4G is preferred. Dial-up or mobile connections may suffice to access some assignments, but are not as reliable and are not recommended when talking exams or quizzes online or engaging in assignments or activities that require streaming (such as audio/video applications and teleconferencing).

Netiquette Statement:

Netiquette is online etiquette. All participants in online courses should be aware of proper online behavior and respect each other.

- Use language appropriate for an educational environment:
- Do not dominate any discussion. Give other students the opportunity to join in the discussion.
- Do not use offensive language. Present ideas appropriately.
- Be cautious in using internet language. For example, do not capitalize all letters since this suggests shouting.
- Proper emoticons can be helpful in conveying your tone, but do not overdo or overuse them.
- Avoid using vernacular and/or slang language. This could possible lead to misinterpretation.

- Never make fun of someone's ability to read or write.
- Share tips with other students.
- Keep an "open-mind" and be willing to express even your minority opinion. Minority opinions have to be respected.
- Think and edit before you push the "Send" button.
- Do not hesitate to ask for feedback.
- Using humor is acceptable but be careful that it is not misinterpreted. For example, are you being humorous or sarcastic?

• Remember that the values diversity and encourages free and open discourse. Be respectful of differences while engaging in online discussions.

• See the Union College Acceptable Use Policy, available from the college website, for further details and instructions.

Statement about Emergency or Interruption in Computer Service:

Prepare for unexpected problems and emergencies. Understand that problems and glitches do occur in online learning, as they do in any learning environment. Have a back-up plan for completing course work, such as using the computers at a local library, in case your computer crashes or your service is interrupted. In addition, students are encouraged to save backup copies of assignments and readings that are posted online. If an interruption cannot be avoided, immediately contact your professor for further instructions.

Course Availability:

Students will be able to access this course from the start date through the end of the term. In compliance with the TEACH Act, students who complete the course will not be able to access the course once the course ends. Students are therefore encouraged to maintain personal records of any assignments, grade history, etc. that they wish to retain for future purposes.

Copyright Statement:

Some of the materials posted to this course site are protected by copyright law. These materials are only for the use of the students enrolled in this course and only for the purposes of this course. They may not be further retained or disseminated.

Bibliography

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